SPECIAL MECHANISMS OF TEACHING ENGLISH TO BACHELOR STUDENTS OF TECHNICAL UNIVERSITIES

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ABSTRACT

The author emphasizes the relevance of the study, which lies in the low level of research on the issue, the process of globalization, the development of modern technologies and other reasons. The study presents the main methods of teaching English for students of technical universities. In addition, the author notes that it is necessary to approach the teaching of students in English comprehensively, that is, with the phased application of the modern range of teaching methods.

Keywords: English language, features of teaching, teaching methods, student, debates.

INTRODUCTION

It noted that within the framework of the process of humanitarization of modern university education, the peculiarities of methods of teaching a foreign language (in particular English) in a technical university given little attention. A relatively small number of publications evidences this trend.

LITERATURE ANALYSIS

The author of the article I.V. Ignatkina notes that due to the low level of intercultural competence, university graduates are not able to socially adapt to the new needs of society, solve communicative and professional tasks. Knowledge of a foreign language is becoming one of the key requirements for specialists in modern conditions [1].

It noted that the importance lies in intercultural communication, which today is becoming an integral part of almost any profession.

The author of the article I.N. Tabueva notes that encyclopedic knowledge has now faded into the background. In turn, the ability to apply knowledge, skills and abilities to solve the tasks set, including tasks directly related to the future profession, is currently in the foreground [2].

In addition, in this aspect, the ability to search for the necessary information is no less important.

The development of modern technologies, as well as the information and telecommunication network, allows students to receive professionally important information. In the future, directly in the labor activity, the specialist will need knowledge of English to develop and develop advanced technologies and developments based on foreign experience. Modern realities show that in a number of areas in the Republic of Uzbekistan there is some backlog, which implies the need to use foreign experience.

It noted that the competency-based approach, which arose in European higher education and led to a reassessment of the teaching methodology, including teaching a foreign language in Uzbek education, is also indispensable. The Commission of the Common European Framework

of Reference for Languages formulated the key tasks and goals of the new methodological approach in education: Learning, Teaching, Assessment (CEFR, 2001).

From the standpoint of pedagogy, this approach considered as a change in the concept of the teaching process (including a foreign language in a technical university). In particular, in this process, the main emphasis is not on the transfer of knowledge from the teacher to the student, but on the activation of the role and personal motivation for the search for information and learning keys by students.

From the standpoint of methodology, the specific goals of students (including technical universities) of programs within the framework of the "competence- based approach" are determined depending on the acquired competencies.

This approach to solving the problem is in absolute accordance with the structure of modern multidisciplinary higher education (that is, in accordance with the existing practice of the English designation of the "Liberal Arts" system) [3].

By "Liberal Arts" one should understand "objects and skills that in classical antiquity were considered fundamental for the competence of a free person who has the right to take an active part in creative and social life. What in ancient Greek policies included participation in social, political, philosophical discussions, as well as the right to protection in court, military service, and participation in construction". The basis of this system, as a rule, included grammar, geometry, rhetoric, logic, arithmetic, astronomy [4].

RESEARCH METHODOLOGY

One of the key principles of the competence-based approach in teaching English at a technical university is the need to formulate learning objectives based on the result, i.e. the acquisition of knowledge, attitudes, skills, values and / or competencies for students to assimilate with their subsequent application to practice after the end of the academic period. In this regard, the author of this study believes that the process of teaching a foreign language in a technical university should be based on the profile of the educational program in which the student is studying.

ANALYSIS AND RESULTS

The use of the "competence-based approach" technology in this process implies the planning of educational material with a focus on three key stages of learning, which directly depend on the tasks set by the program, namely:

· General training, including the basics of phonetics, conversational practice, the study of grammar;

· Specialized training, which involves the acquisition of skills in selecting, scanning, reading texts within the specialty, as well as writing annotations (for example, to technical articles, reviews, studies), preparing messages within the received specialty (reports, abstracts in English);

· Socio-professional training, which involves the achievement by the student of an advanced level of language proficiency, which includes the ability to listen to and understand lecture material in English, as well as take part in university and international seminars and

discussions on technical topics within the framework of the specialty received, independently prepare and conduct presentations in the specialty [5].

In the scientific literature, it noted that a special role in acquiring the necessary language skills in the framework of socio-professional training played by linguistic training, which is aimed at developing general communication skills, i.e. the required level of general competencies (reading comprehension and speaking skills).

At the second stage of the training, specialized communication is carried out, which involves the assimilation of individual vocabulary units (technical terms) and structures of technical discourse. In addition, at this stage, the student should acquire a pragmatic understanding of the English technical text, as well as be able to annotate and discuss the read text.

The third stage implies further improvement and development of the skills acquired in the course of socio-professional training, namely, the development of the skills of written and oral discourse, which given under the proposed circumstances.

Among the most relevant technologies that meet the modern challenges of higher education in the process of teaching English at a higher technical school are the following:

• The project method, based on the "competence- based approach" in teaching professional and colloquial English, implies an increase in interest in the language being studied, independence and motivation of students. In this context, we are talking about the embodiment of the idea of creative, developmental learning. The methodology assumes the differentiation of the proposed project topics depending on the level of students' preparation. The introduction of this method into the learning process, including the spoken and technical English. Provides practical skills, and also allows you to reveal the individual abilities of students; they learn to offer certain technical solutions, summarize the information received in a foreign language and draw appropriate conclusions, determine the extent of their responsibility when working in a team and individually. It is assumed that students will work as a team and together with the teacher to find extraordinary solutions within the framework of their future specialty, as well as to introspect at each stage of their education, identify certain shortcomings and errors, look for the causes of difficulties and find ways to correct errors, both language, and technical plan [6].

The role of the teacher in this technique is to competently direct the discussion, adjust the necessary vocabulary. It is important that the teacher should refrain from correcting grammatical errors during the event. All grammatical errors taken under special control and discussed at the end of the event. Such an approach can bring the participants of the discussion both to a new level of English proficiency and provide a new vision of the problem itself.

• The Case Study technology involves the analysis of a specific educational and business situation in English. The "competence-based approach" method serves as the basis of this technology.

When using this teaching methodology, instead of answering specific questions on the text in English, students are required fully comprehend the proposed situation. This technique ensures the development of initiative and independence, removes barriers in the free use of English for explanation in a team. Technology develops the prevalence of the desire to speak in English [7].

The development and teaching of English by analyzing a specific educational and business situation is mainly applicable at the third stage of the learning process within the framework of the "competence-based approach" technology.

This method is a rather difficult task for a teacher, which at the same time requires high professionalism in the practice of fluency in English, a high level of pedagogical skill and erudition in technical issues [8].

· Technology "Debate" implies the use of the second and third stages of training according to the "competence-based approach". Training within the framework of this technology can be aimed at repeating and updating the material covered [9]. In addition, the teacher has the right to organize independent work of students in the selection of specific materials. Technology may involve attestation and testing of students. The didactic functions of using the technology under consideration interconnected with the tasks of the content plan - mastering the vocabulary within the framework of the studied topic and its subsequent use, as well as knowledge of the subject of disputes and the acquisition of argumentation skills in English (including technical - specialized).

CONCLUSIONS

With the help of this technology, an English teacher can get the following results:

· The student's ability to express his own position on a specific issue regarding future professional activity in English (including using technical terms), to defend his own opinion;

· The ability correctly formulate questions;

· The ability critically comprehend oral speech;

· Teamwork skills.

Studying and mastering the English language (including technical) requires the student to be aware of its grammatical system and the correct use of grammatical and lexical structures. In the process of activity, comparisons of the grammatical systems of the native and English languages are inevitable [10].

Researcher Leontiev A.A. in his article states that "... the grammatical system of a foreign language cannot be independently built by a student next to the grammatical system of their native language - they will certainly come into contact. The well-known success of the direct method is precisely due to the fact that such a correlation still occurs. [11]. The author of this study believes that this approach also applies to the process of teaching English at a technical university.

When teaching English at a technical university, it is necessary to take into account the peculiarities of the profile training of students. Students learn English on the principle of progressive information processing. This approach makes it possible to perceive standard language programs well, which include questions on the assimilation of colloquial vocabulary and technical terminology, work with dictionaries (including technical ones), analysis of lexical expressions, etc.

Teachers of practice note that when conducting classes with grammar, students must first explain the grammatical rule, and then offer one or another way to complete the task.

However, it should be noted that one of the most important and multi-level methods of learning English as a foreign language today is linguosociocultural, which involves an appeal to such a

component as the cultural and social environment. Supporters of this method are firmly convinced that the language will lose its existence if the goal is exclusively to master lexical and grammatical forms [2].

Particularly noteworthy are tasks for listening (listening comprehension, for example, listening to CDs with texts of technical content, as well as for developing reading fluency.

As practice shows, when studying English, students of a technical profile perform best in written assignments, as well as those types of educational activities that allow them to analyze and draw independent conclusions, both in a team and individually.

A number of studies note that students of technical universities characterized by difficulties in speaking, and excessive self-control over spoken speech interferes. In addition, during speech activity, they tend to use pre-learned phrases and texts that they include in their own speech without prior deliberation. Communicative tasks that contribute to the memorization of whole phrases and blocks ensure the spontaneity of using the language of the specialty in speech without mechanical learning, which helps to get rid of excessively rigid self-control over what they say.

Finally, the final stage of learning is a non-translating understanding of the English text, which achieved in the future when students work independently. Translation for tech students is a necessary way to find the equivalent. Therefore, hidden or explicit translation into Uzbek will always be present.

Summarizing the above it should be noted that the best results in teaching English to students of technical universities could be achieved with the integrated use of communicative methods and the grammar- translation method. In the process of teaching English to university students, the sequence of methodological steps proposed by the teacher involves a gradual transition from elementary mastery of the available language means to the formation of basic speech skills in tech students, as well as the development of speech skills, both productive and receptive. Thus, we can talk about the individuality of thinking of students of technical universities, which is different from students in the humanities.

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